

Prime Time

American English

5

Prime Time is a modular course in American English. The course combines active American English learning with a variety of lively topics presented in five themed modules.

Key Features

- an integrated approach to the development of all four language skills
- stimulating, realistic dialogues featuring people in everyday situations
- vocabulary presentation and practice
- variety of reading and listening tasks
- clear presentation and practice of grammar structures
- activities encouraging critical thinking and response as well as web research
- Writing sections containing models and development of writing skills
- realistic pairwork and groupwork activities
- Pronunciation and Intonation sections
- Study tips to help students become autonomous learners
- Culture Corner & Cross-curricular Sections
- Language in Use & Revision Sections at the end of each module
- a Grammar Reference Section
- a Writing Bank Section

Components

Student Book & Workbook
Teacher's Edition
Class audio CDs
Student's audio CD
IWB software



Express Publishing

ISBN 978-1-4715-0787-8



9 781471 507878

Prime Time American English 5 Student Book & Workbook

Virginia Evans – Jenny Dooley

Express Publishing

Prime Time



American English

5

Virginia Evans
Jenny Dooley



Student Book & Workbook



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Virginia Evans – Jenny Dooley, 2013

Design and Illustration © Express Publishing, 2013

Color Illustrations: Victor, Angela, Simon Andrews, Kyr © Express Publishing, 2013

Music Arrangements by Taz © Express Publishing, 2013

First published 2013
Fourth impression 2018

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-0787-8

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Megan Lawton (Editor in Chief), Stephanie Smith and Michael Sadler (senior editors); Andrew Wright (editorial assistant), Brian O'Neil (senior production controller) and the Express Publishing design team; Warehouse (recording producer) and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster for their support and patience. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

The publishers would like to thank Roberto Criollo, MA and Pamela Olmos MA for commenting on the material.

The authors and publishers wish to thank the following who have kindly given permission for the use of copyright material.

Module 2: 2e The Shark Whisperer by Adam Higginbotham © Telegraph Media Group Limited 2004 on p. 30

Photograph Acknowledgements

Module 1: Modular Page: Guadix © age/www.iml.gr on p. 7; **1a** Tuareg © age/www.iml.gr on p. 8; **Module 5:** Shaolin Monks © afp/www.iml.gr on p. 72 & wpn/iml.gr on p. 73

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Prime Time



Student Book
&
Workbook

Virginia Evans – Jenny Dooley



Express Publishing

Contents

	Modules	Grammar	Vocabulary
Starter	Starter pp. 5-6		<ul style="list-style-type: none"> Disasters Accidents & injuries Stores Faulty products Shopping Social issues Education & learning Stores & producers Crime fighters
1	Lifestyles pp. 7-19 Skills Practice 1 p. 20 Language in Use 1 p. 21 Revision 1 p. 22	<ul style="list-style-type: none"> Present tenses Stative verbs Past tenses Comparisons 	<ul style="list-style-type: none"> Social problems Customs & traditions Cultures Air travel Daily problems & annoyances Phrasal verbs with <i>on</i> Prepositional phrases Word formation
2	Extreme facts pp. 23-35 Skills Practice 2 p. 36 Language in Use 2 p. 37 Revision 2 p. 38	<ul style="list-style-type: none"> Future tenses Clauses of Time Future perfect/future progressive/future perfect progressive -ing/(to)-infinitive 	<ul style="list-style-type: none"> Extreme people, places & activities Insects/Bugs Ways of cooking Extraordinary lifestyles Extreme Sports Phrasal verbs with <i>up</i> Prepositional phrases Word formation
3	Body and Soul pp. 39-51 Skills Practice 3 p. 52 Language in Use 3 p. 53 Revision 3 p. 54	<ul style="list-style-type: none"> Modal verbs Past modals Conditionals Wishes 	<ul style="list-style-type: none"> Jobs related to healthcare/fitness Alternative therapies Physical activities Emotional health Mental health Phrasal verbs with <i>out</i> Prepositional phrases Word formation
4	Still a mystery pp. 55-67 Skills Practice 4 p. 68 Language in Use 4 p. 69 Revision 4 p. 70	<ul style="list-style-type: none"> The passive (personal/ impersonal constructions) Question tags Reflexive/emphatic pronouns Causative (have + object + past participle) 	<ul style="list-style-type: none"> Mysterious events/places UFO tour Strange Creatures Ways of looking Recreating Monsters Types of books Phrasal verbs with <i>keep, let, pick</i> Word formation: forming nouns from verbs/adjectives
5	Lifelong learning pp. 71-83 Skills Practice 5 p. 84 Language in Use 5 p. 85 Revision 5 p. 86	<ul style="list-style-type: none"> Reported speech (statements) Reported questions/commands Relative clauses Special introductory verbs Linkers 	<ul style="list-style-type: none"> Learning experiences Martial arts skills School subjects Technology in education Achievements Higher education Phrasal verbs with <i>pass, stick, think</i> Word formation: abstract nouns
	Workbook pp. 87-152 Writing Bank pp. 153-157	Grammar Reference pp. 158-173 Word List pp. 174-178	Rules for Punctuation p. 179 American-British English p. 180

	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Cross-curricular
	<ul style="list-style-type: none"> • <i>Home on the Road</i> (multiple matching) • <i>The Ultimate Culture Clash</i> (T/F/NS statements) • <i>Heathrow is my Home</i> (multiple choice cloze) • Matching speakers to sentences (listening) 	<ul style="list-style-type: none"> • An interview • Checking in for a flight • Talk about problems/agree/disagree • Intonation: requesting – responding • Make decisions 	<ul style="list-style-type: none"> • An interview • A description of a visit to a place • A paragraph comparing lifestyles • A paragraph about a community sharing program • For-and-against essays 	<ul style="list-style-type: none"> • <i>Gateway to America</i> (multiple choice cloze) • Citizenship: <i>Share & share alike!</i> (open cloze)
	<ul style="list-style-type: none"> • <i>Waiter, there's a scorpion in my soup!</i> (missing sentences) • <i>Pushing the limits</i> (multiple matching) • <i>The Shark Whisperer</i> (multiple choice) • Fill in missing information (listening) 	<ul style="list-style-type: none"> • Give opinions • Intonation: showing hesitation • Inviting a friend to an event • An interview 	<ul style="list-style-type: none"> • Sentences expressing your opinion on eating insects • Description of a scene • A paragraph about inventions • A paragraph about an extreme/dangerous sport • An opinion essay 	<ul style="list-style-type: none"> • <i>The Swamp People of Louisiana</i> (multiple choice cloze) • History: <i>Jousting</i> (open cloze)
	<ul style="list-style-type: none"> • <i>Look deep into my eyes ...</i> (missing sentences) • <i>Are they crazy?</i> (multiple matching) • <i>Look on the bright side</i> (multiple choice) • Multiple choice (listening) 	<ul style="list-style-type: none"> • Give a summary of a text • Describe health crazes • Discuss symptoms & remedies • Describe benefits of laughter yoga • Choice/reason/recommending • Intonation: expressing sympathy • Suggest ways to deal with stress 	<ul style="list-style-type: none"> • Give reasons why to try something • A text about a place of natural beauty • Express opinion on a topic • A report (making suggestions/recommendations) 	<ul style="list-style-type: none"> • <i>American Spa in Arkansas</i> (open cloze) • PSHE: <i>Anger Management</i> (multiple choice cloze)
	<ul style="list-style-type: none"> • <i>The Truth isn't out there ... or is it?</i> (missing sentences) • <i>In Search of Monsters</i> (multiple choice) • <i>Back to Life!</i> (missing sentences) • Multiple matching (listening) 	<ul style="list-style-type: none"> • Intonation: question tags • Book tickets for a guided tour • Give opinions 	<ul style="list-style-type: none"> • A paragraph about a tour • A summary • Sentences expressing your opinion on extinct species • A presentation on dinosaurs • A description of an experience • A book review 	<ul style="list-style-type: none"> • <i>A Room with a Boo</i> (multiple choice cloze) • Literature: <i>The Day of the Triffids</i> (multiple matching)
	<ul style="list-style-type: none"> • <i>Training with the Shaolin Monks</i> (missing sentences) • <i>Khan Academy</i> (multiple choice) • <i>The Boy who Harnessed the Wind</i> (multiple choice) • Fill in missing information (listening) 	<ul style="list-style-type: none"> • Give opinions • A radio interview • Intonation: emphatic stress • Borrow library books • Describe impressions from text • Compare photos 	<ul style="list-style-type: none"> • A story • An interview • How an inventor feels • What someone learned from an experience 	<ul style="list-style-type: none"> • <i>Youth Leadership Program</i> (open cloze) • PSHE: <i>Train your brain!</i> (open cloze)
	<p>Pronunciation p. 181</p> <p>Irregular Verbs p. 182</p>			

Module 1

Lifestyles

Vocabulary: social problems; customs & traditions; cultures; air travel; daily problems & annoyances

Grammar: present tenses; stative verbs; past tenses; comparisons

Everyday English: checking in for a flight

Intonation: requesting & responding

Phrasal verbs: verbs with *on*

Writing: for-and-against essays

Culture Corner: Gateway to America

Cross-curricular (Citizenship): Share and share alike!

Vocabulary

Social problems

1 a) Complete the sentences. Use these words:

- conveniences
- homeless
- rummage
- consume
- society
- man-made
- tribal

OVER TO YOU!

- Describe your lifestyle to the class.
- Would you live in a cave house? Why? Why not?



The Fulani people of West Africa are the largest 1) group in the world. The most important thing in their 2) is cattle. The more cows one owns, the richer one is.

Did you know?



Los Angeles has the highest number of 3) people in the U.S. 5% to 10% of them live in vehicles.



Hundreds of people live in 4) cave houses in Guadix, Almeria. The houses have all of the modern 5) of any 21st century house.




In today's society where people are pushed to 6) a lot, freegans 7) through garbage for useful goods.

b) Listen and check.

1a People

Vocabulary & Reading

- 1 a) Look at the pictures (1-3). Which of these communities do you think: *wear indigo veils, raise farm animals, live in hand-built wooden boats, have a deep knowledge of the sea, like drinking mint tea, catch and sell fish, live in tents, are very hospitable?*

- b)  Listen, read, and check.



HOME ON THE ROAD

Most of us take living in a home with a key and a fixed address for granted, but there are an estimated 30 to 40 million nomads around the world who live life on the move.

A The Tuareg of the Sahara

Last year, I traveled to Mali to witness first-hand the ancient Tuareg way of life in the Sahara desert area of north and west Africa. I was immediately struck by the bright indigo veils worn by, I assumed, the women of this tribe. Imagine my surprise when one of these figures on a camel introduced "himself" as Youssef al-Hamada and explained that it's the Tuareg men, not the women, who wear this protection against the **harsh** sand. While drinking the first of many cups of mint tea together (the Tuareg drink tea 6 or 7 times a day!), Youssef explained that in the past, these "Blue Men of the Sahara" protected the camel trading caravans crossing the Sahara desert, but now they mostly work as **livestock herders**. I sat fascinated as Youssef showed me the ancient script of the Tuareg's language which can be written from right to left, left to right, or top to bottom. Later, while listening to the men singing traditional poems and the women playing a violin-like instrument, it seemed like an **idyllic** way of life. Unfortunately, as water holes are drying up and animals are dying because of recent drought, many Tuareg are now **migrating** to cities. "We are seeing the beginning of the end of the Tuareg way of life," Youssef told me, sadly.

Steven Jones, travel journalist

Study skills

Multiple matching

Read the texts, then read the questions and underline the key words. Read again and try to match parts of the texts to the information in the questions. Remember that some information will be paraphrased.

- 2 Read again and for questions 1-10, choose from the communities A-C. Justify your answers.

Which community/communities ...

appeared to have no problems to the visitor?

has physical abilities that others don't?

hasn't completely rejected the modern world?

became aware of something important

because of their experience?

stops moving at a certain time of year?

left their visitor with negative emotions?

has seen a change in the work they do?

can be offended if visitors don't do something?

are seeing their numbers drop?

1

2

3

4

5

6

7

8

9 10

Check these words

take sth for granted, nomad, first-hand, be struck by sth, veil, tribe, harsh, trading, livestock herder, idyllic, drought, migrate, stilt hut, monsoon season, spear, possession, flee, sparsely populated, hospitality, shear, rear, satellite dish

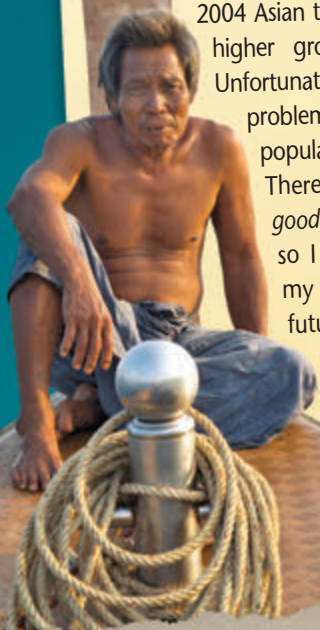
- 3 Match the words in bold to their meanings: *perfect, rough, left because of danger, for a short time, people who raise farm animals, care for from birth, moving to live elsewhere, behaved towards.*

B **The Sea Gypsies of the Andaman Sea**

It is said that the 2-3,000 Moken or 'sea gypsies' who have lived for hundreds of years off the coasts of southern Thailand and Myanmar are born on the sea, live on the sea, and die on the sea. Settling in **temporary** stilt huts only during the monsoon season, they live more than half of each year in hand-built wooden boats using simple nets and spears to catch fish to eat and to sell. While spending 6 weeks photographing Moken families in Thailand, what struck me the most was the simplicity of their lives. They have few possessions and don't even have a word for *want* because they have always taken everything they need from the sea. They **treated** me like family, sharing what little they had. I learned that the Moken can see twice as clearly and stay underwater twice as long as normal. So deep is their knowledge of the sea that they recognized the signs of the 2004 Asian tsunami coming and **fled** to higher ground before anyone else. Unfortunately the Moken are facing problems which are reducing their population.

There are no words for *hello* or *goodbye* in the Moken language so I just left. I was grateful for my experience but sad that the future of these unique people is so uncertain.

Jill Bradley, photographer



C **The Mongolian nomads**

Mongolia is the most sparsely populated country in the world, and 40% of its population lives a life of nomadic herding, moving from place to place. A Mongolian proverb says "Happy is the one who has guests." In fact, this was proven to me from the moment I first entered the traditional circular tent of my hosts. The first thing they did was serve me a cup of horse milk, Mongolia's favorite drink. I later learned that showing hospitality is so important to the Mongolians that it's rude to pass an empty tent without going in to help yourself to refreshments! I participated in every aspect of daily life during my stay, watching over, milking, shearing, and combing the family's 40 goats, 20 horses, 4 camels, and over 200 sheep. The nomads spend all day caring for these animals which they **rear** for meat, dairy products, and clothes. Still, one thing showed me that the nomads aren't totally untouched by the 21st century – the satellite dish attached to the outside of the tent!

Andrew Griffin, tourist



Grammar
Present tenses

see pp. 158-159

6 a) Put the verbs in parentheses into the correct present form. Explain the use of each tense.

The Sami people 1) (live) in Northern Europe for over 2,500 years. They 2) (hunt) reindeer and 3) (catch) fish to survive. Climate change 4) (threat) their way of living these days. The atmosphere in the Arctic 5) (get) warmer and warmer. 90% of the reindeer 6) (already/starve) to death. Olav Mathias-Eira 7) (try) to fight climate change for a long time now. Olav 8) (believe) that the whole Sami culture is at risk.

b) Compare your lifestyle to the Sami people.

Speaking & Writing

7 Listen and read the texts again. Tell your partner two things that impressed you about each community.

8 Work in pairs. You are a radio journalist interviewing a member of one of the communities. Prepare questions and answers. Present your radio interview to the class.

4 Choose the correct words.

- 1 Offer/Help yourself to a cup of tea, Jim!
- 2 My hosts treated/behaved me very well.
- 3 Mongolians show/indicate hospitality.
- 4 The nomads are always on the move/leave.
- 5 Don't take it for granted/sure that everyone has a home to live in.


5 Fill in: *stilt, sparsely, witness, monsoon, show, dairy, struck*. Use the phrases to make sentences about the tribes in the text.

- 1 to first-hand; 2 immediately by; 3 huts;
- 4 season; 5 populated country; 6 to hospitality; 7 products

1b Culture shock

The Ultimate Culture Clash

Vocabulary & Reading

- 1 Which of these phrases best describe your lifestyle? Tell your partner: *live in a busy town/a secluded village, live in a modern apartment/ wooden shelter, work in an office/study/hunt crocodiles, use public transportation/walk to work/ college/ride a bicycle, cook your own food/order takeout, surf the Net/read magazines/newspapers, go to the gym/eat out.*
- 2 a) Look at the person in the photograph. What do you think his lifestyle is like? How would he feel if he visited a big city? Discuss in pairs.
b)  Listen and read the text and check your answers.
- 3 Mark the sentences *T* (true), *F* (false), or *NS* (not stated). Give reasons for your answers.
 - 1 The Insect Tribe of Papua are very hospitable.
 - 2 The trip back home was very long.
 - 3 Swagap is difficult to reach.
 - 4 The Tribe adjusted to the new way of life.
 - 5 They enjoyed using escalators.
 - 6 The chief was impressed by the London Eye.
 - 7 The Underground trip was very expensive.
 - 8 The tribe respects old people deeply.
 - 9 The air in London is not clean.
 - 10 The tribe was happy to go back home.

Check these words

Stone Age, escalator, elevator, meet with terror/suspicion, gasp of wonder, revolving door, invisible, spears, the elderly

I first met the Insect Tribe of Papua New Guinea as I traveled the world to observe how ancient cultures and tribes were **adapting** to the modern world. I lived in their **secluded** village, Swagap, ate their food, and shared their wooden shelters. I knew my stay was a **rare** exception to their rules and wanted to return the overwhelming hospitality that they had shown me, so I invited the chief and his family to experience my everyday life in South London.

Before I knew it, we were making the 12,000-mile trip back to my home. Being a two days' trip by boat from the nearest road, Swagap is completely isolated so naturally I was a little nervous about taking six Stone Age travelers into my world. However, on arrival, my doubts eased as I watched them getting used to modern technology. At first, every escalator was met with terror and every elevator with **suspicion**. A revolving door created gasps of wonder. "It is an invisible hand that moves this. I can't believe it!" exclaimed the chief.

Over the next few days, with spears on their backs and bows over their shoulders, they explored our world. They were fascinated by everyday scenes and situations that we would not give a second thought to.

Some of the capital's tourist spots proved to be a challenge. At the London Eye, the tribe stopped in the shadow of the huge wheel. "It is not meant for humans," they said. Eventually the chief decided that they should try it. "I couldn't believe I was so high above the land. There's no end, no mountain, only buildings. I was wondering how the wheel goes around, what makes this turn," he said. The Underground was another great source of delight. The tribe was fascinated by the size of the underground network. The chief was **convinced** the Underground was built first and the rest of London was built on top later! It wasn't all fun and games, though. When they visited an apartment building built for the elderly, they were shocked that their children didn't **look after** their elders. "It is not right," the chief said, shaking his head. "They brought you up, they cared for you, and when they are old you must care for them."

The goodbyes at Heathrow were **emotional**. Much of what the tribespeople said made me stop and think. I don't believe they would trade our world for their own, a world where everything they need is free and plentiful, a world where everything is shared and where the only things **treasured** are family values and community.

4 Fill in: *treasures, suspicion, thought, rare, secluded, revolving, convinced.*

- 1 The tribe lives in a village far from a big city.
- 2 They looked at him with because they hadn't seen him before.
- 3 He went through the door into the building.
- 4 He stepped into the dark room without a second
- 5 We were he was telling the truth.
- 6 He stayed in the secluded village which was a event.
- 7 He his family deeply.

5 Match the words in bold to their meaning: *not common, moving, getting used to, sure, take care of, isolated, distrust, cherished.*

Grammar
Stative verbs

see
p. 159

6 Fill in with the *simple present* or the *present progressive* of the verbs in parentheses. Which verbs describe: *actions? states?* Explain the differences in meaning.

- 1 A: I (**think**) of traveling to Papua New Guinea in the summer.
B: I (**think**) meeting people from other cultures is a great idea.
- 2 A: I (**enjoy**) reading about lots of different cultures.
B: Me too. I (**enjoy**) this article about a tribe in Papua New Guinea.
- 3 A: Daniel (**appear**) a bit nervous.
B: That's because he (**appear**) on TV later to talk about the Insect Tribe.
- 4 A: What's wrong with Daniel? He (**be**) usually so cheerful!
B: I know. He (**be**) a bit grumpy today. He misses his friends from the Insect Tribe.

Past tenses

see
pp. 159-
161

7 Put the verbs in parentheses into the correct past tense.

- 1 A: What (**happen**) at the park yesterday?
B: Someone (**chase**) squirrels with a bow and arrow when the police (**arrive**) and (**stop**) them.
- 2 A: What (**you/do**) when I (**call**) last night?
B: I (**watch**) a documentary about the Amazon rainforest.
- 3 A: (**you/see**) that documentary on disappearing tribes last night?
B: No, it (**already/finish**) by the time I (**get**) home from work.

8 Put the verbs in parentheses into the correct tense. Then, fill in the blanks with an appropriate word.

The Insect Tribe of Papua New Guinea 1) (**live**) peacefully 2) complete isolation until Donal Mac Intyre came along and 3) (**spend**) four months learning 4) way of life. Mac Intyre 5) (**invite**) six members of the tribe 6) experience London life. While they 7) (**walk**) in St. Jame's Park, they 8) (**catch**) sight of some squirrels. Hunting this time with cameras rather 9) spears they 10) (**chase**) them up the trees and even 11) (**consider**) taking some home for dinner. It 12) (**take**) Mac Intyre some time to explain to 13) that this was illegal.

Speaking & Writing

- 9 Imagine you are one of the members of the tribe who visited London. Use the information in the text to describe your experience to the class.
- 10 Imagine you went to spend a month with the Insect Tribe. In three minutes write a short paragraph describing your visit. Tell your partner or the class.

1c Culture Corner

Gateway to America

Ellis Island, or the “Island of Tears”, is located in New York Harbor just off the New Jersey 1) and north of Liberty Island. It used to be an immigrant inspection station and between 1892 and 1954, over twelve million immigrants entered the United States through here. 40% of all Americans can trace at least one ancestor to Ellis Island.

Immigrants from all over the world 2) in New York Harbor would stop at Ellis Island to pass through immigration before entering the U.S.

First and second class passengers underwent a brief 3) aboard ship. The government felt wealthy passengers would not become a burden to the state. Third class or “steerage” passengers, though, were 4) from the pier by ferry to Ellis Island where everyone would undergo a medical and legal inspection. They entered the main building through the baggage room and 5) their luggage there. Then they proceeded to the Great Hall.

The first test was the “six second medical exam”. Doctors looked at the immigrants for 6) medical problems or disabilities. They put chalk marks on the clothes of people they thought had something 7) with them and sent them for a 8) examination. Medical examinations weren’t required for everyone until 1917. If someone had a problem that was curable, they were sent to the island’s hospital. If not, the steamship company they came with would have to pay to send them back.

The next 9) was an interview with a legal inspector. Immigrants had to have proof of where they came from

and where they expected to live and work. After 1921, people had to pass a literacy test and show a passport and visa.

When there were no problems the 10) process could take a mere 3-5 hours. However, some people would stay longer on the island if they had legal problems or if they had to wait for a family member to be 11) in the hospital. The next area was the money exchange area where people could acquire dollars and buy train tickets.

At the exit from Ellis Island, so many family reunions took place that the staff gave it the nickname “the kissing post”. After that, the new Americans were 12) to start their new lives.

- | | | | | |
|----|---------------|------------|------------|-----------------|
| 1 | A beach | B border | C coast | D seaside |
| 2 | A showing | B arriving | C emerging | D appearing |
| 3 | A inspection | B research | C survey | D investigation |
| 4 | A moved | B brought | C carried | D transported |
| 5 | A left | B put | C handed | D laid |
| 6 | A distinct | B apparent | C clear | D marked |
| 7 | A undesirable | B false | C wrong | D incorrect |
| 8 | A total | B full | C rich | D filled |
| 9 | A step | B point | C part | D level |
| 10 | A whole | B full | C total | D absolute |
| 11 | A cared | B cured | C treated | D nursed |
| 12 | A available | B open | C loose | D free |

- 1 What is Ellis Island? Why is it called the Gateway to America? Read the text to find out.
- 2 Read the article again and for blanks 1-12 choose the best answer A, B, C, or D.
- 3 Complete the sentences with words from the *Check these words* box in the correct form.

- 1 The Statue of Liberty’s is Lady Liberty.
- 2 The immigrants hoped to American citizenship.
- 3 Anyone who was sick or poor was seen as a
- 4 The wealthier passengers only had a inspection. They didn’t undergo a medical and legal inspection.
- 5 He is American but his were Italian.
- 6 A lot of Americans can their family back to Europe.

Check these words

immigrant, inspection, trace, ancestor, brief, burden to the state, pier, undergo, proceed, obvious, chalk, required, literacy test, process, mere, exchange, acquire, family reunion, nickname

- 4 **THINK!** Listen and read the text. Imagine you are a third class passenger arriving at Ellis Island. Use the text to describe what happened, how you felt on Ellis Island, and how you felt when you finally walked onto the streets of America.
- 5 Find out information about how immigrants become citizens in your country. Write about: *any tests, what documents they need, what they have to do, and how long it takes.* Present your information to the class.



Checking in for a flight

- 1 a) Match the words.
 🎧 Listen and check.

1 <input type="checkbox"/>	conveyor	A guard
2 <input type="checkbox"/>	aisle/window	B desk
3 <input type="checkbox"/>	boarding	C seat
4 <input type="checkbox"/>	passport	D belt
5 <input type="checkbox"/>	check-in	E pass
6 <input type="checkbox"/>	hand	F check
7 <input type="checkbox"/>	departure	G gate
8 <input type="checkbox"/>	security	H luggage

- b) Describe the pictures.

- 2 🎧 Listen and say the sentences from the dialogue. Where is the speaker?

- Can I see your passport, please?
- How many pieces of luggage will you be checking in?
- Did you pack your luggage yourself?
- Would you like a window or aisle seat?
- Please go to gate 27B at 12:45.

- 3 Who says the sentences in Ex. 2 above, a passenger or a check-in desk assistant?

- 🎧 Listen & read to find out.

A: Good morning, can I see your passport, please?
 B: Sure! Here you are.
 A: OK. How many pieces of luggage will you be checking in?
 B: Just this one suitcase.
 A: OK, could you put it on the conveyor belt please?
 B: Sure.
 A: Did you pack your luggage yourself?
 B: Yes, I did.
 A: And could you just look at the poster and tell me if you've packed any of these prohibited items in your hand luggage, please?
 B: Sure ... no, nothing.
 A: OK. Would you like a window or aisle seat?
 B: Window, please.
 A: All right, that's all. Here are your passport and boarding pass. Please go to gate 27B at 12:45. Enjoy your flight.
 B: Thank you very much.



- 4 Find sentences in the dialogue which mean: – Was it you who put your things in your suitcase? – How many suitcases are you taking with you? – Do you want to sit down next to the window or next to the aisle?

Intonation: requesting – responding

- 5 a) 🎧 Listen and repeat, paying close attention to the intonation.

- 1 A: Would you mind helping me with my luggage?
 B: Sure, no problem.
 2 A: Could you please open your bag?
 B: Yes, of course.
 3 A: Would it be OK if I left my bag here for a moment?
 B: I'm afraid not. That's not allowed.

- b) Use the prompts to act out similar exchanges. Pay attention to the intonation.

- check in 2 bags
- tell me where the bathrooms are
- give me an aisle seat
- use my cell phone

Speaking

- 6 🗣️ Use the sentences in Ex. 2 to act out a dialogue at a check-in desk.


A	B
Ask to see B's passport.	Offer passport.
Ask how much luggage they will be checking in.	Say how much.
Tell B to put bag on belt.	Agree.
Ask if B packed luggage.	Reply.
Tell B to check poster.	Reply.
Ask what seat B wants.	Reply.
Give back papers & tell B which gate to go to & at what time. Wish B a good flight.	Thank A.

1 e A home away from home

Vocabulary & Reading

1 a) These words appear in the text. What can the text be about?

- busiest airport
- passengers waiting
- delayed flights
- passport and ticket
- leave the terminal
- permanent residents
- wheeling suitcases
- business trip
- loud announcements
- bustling passengers
- security staff
- cold bus terminal
- escape from debts
- legal problems

b)  Listen, read, and check.

Check these words

vending machine, permanently, give the impression, presentable, awaken, jingle, engage in, detect, migrant workers, foreseeable future

Heathrow
is my
HOME

As dusk approaches at Heathrow, Europe's busiest airport quiets down for the night. Night cleaners begin their shifts and passengers waiting for delayed flights curl up on benches at the gates. One woman, Eram Dar, has found a cozy spot on the floor next to a vending machine. There is nothing to distinguish her from the waiting passengers around her, except that she has no passport and ticket, and is in no hurry to leave the terminal. For well over a year now, it has been her home. And she isn't the only one. Eram is one of well over 100 people who live permanently at Heathrow airport.

Most people would have difficulty in telling these permanent residents of Heathrow apart from the thousands of travelers that pass through the terminals each day. Wheeling suitcases full of their only belongings, they dress in Hawaiian-style vacation shirts or even business suits in order to give the impression that they are on a business trip or flying to a sunny destination.

Eram, a middle-aged ex-law student who became homeless after she could no longer pay her rent, actually considers herself fortunate to live in Heathrow. She says, "I liked it here immediately. I have never felt lonely because there are so many people. I don't mix much with the other homeless, although they are of all ages and from every walk of life. We all recognize each other, but I just like to keep to myself." There are showers in every terminal where Eram can stay clean and presentable. She can sometimes help herself to food passing by the caterers, and pass the time by reading magazines and newspapers left behind by passengers.

It's difficult not to suspect that Eram is just putting on a brave face. It's hard to believe she's truly satisfied with this way of life. Once a week, she travels to London to pick up a check for \$100 from a charity. "The cash goes nowhere," she says. "Buying food at the airport is expensive. I don't eat anything for breakfast because, if I do, it makes me feel more hungry." Living in Heathrow isn't easy for Eram. Besides being awakened by the jingle of coins as a passenger buys something from the machine, loud announcements, and bustling passengers, she has to engage in a full-time cat-and-mouse game with the police and security staff. It's illegal to sleep at Heathrow unless you have a flight to catch, so along with the rest of Heathrow's homeless population, Eram has to wash and change her clothes every morning in order to not stand out from the crowd and be detected. If she is, she faces a night in the cold bus terminal or worse, being thrown out into the rain. "The builders who work overnight at the airport are very kind and don't report the homeless to the authorities," she says. "The cleaners turn a blind eye too."

Night workers aren't the only ones trying to help this unusual group of people. Broadway, a homeless charity, visits the airport weekly to offer the airport's homeless temporary accommodations, help to get travel documents for migrant workers, and attempt to reconnect people with their families. But, as a Broadway worker points out, "Homelessness is a way of life. It can be very difficult to convince people to receive help." Like the passengers escaping to sunny holiday destinations, many of Heathrow's homeless are also in search of escape from debts, legal problems or family responsibilities.

The saddest fact is that unless they are arrested or become ill, many of Heathrow's homeless will stay there for the foreseeable future. "I don't really see a different future," Eram Dar admits. "In fact, I could be living at Heathrow forever."

2 For questions 1-6, choose the correct answer (A, B, C, or D). Justify your choices.

- What does the writer focus on in the first paragraph?
 - what Heathrow airport is like at night
 - how Eram Dar differs from those around her
 - what the homeless at Heathrow are like
 - how to spot homeless people at Heathrow
- Heathrow's homeless have to pay attention to
 - their belongings.
 - their behavior.
 - their speech.
 - their appearance.
- What does the writer find surprising about Eram?
 - how she spends her days
 - how she became homeless
 - her background
 - her attitude towards her situation
- What is meant by "just putting on a brave face" in line 24?
 - trying to make others feel sorry for you
 - refusing to help yourself
 - pretending to be happy
 - making things sound worse
- The phrase "cat-and-mouse game" mentioned in line 31 refers to
 - the fact that the authorities pretend not to see Eram.
 - the difficulties Eram faces every day to survive.
 - the fact that Eram is breaking the law.
 - Eram's struggle to avoid being caught by authorities.
- What is Eram's attitude towards her future?
 - She is hopeful that her life will get better.
 - She expects her situation to get worse.
 - She doesn't know how to help herself.
 - She doesn't see her situation changing.

3 Choose the correct word.

- She was in a **hurry/speed** to catch the taxi to the airport.
- He had **trouble/difficulty** telling his family he had lost his job.
- He is a **permanent/steady** resident of London.
- She likes **keeping/holding** to herself and doesn't mix with others.
- She **joins/engages** in charity work.
- He turned a **blind/cover** eye and didn't report her to the police.
- His job at the airport is **provisional/temporary** so he is looking for another one.
- He is in **pursuit/search** of a new place to live.

Grammar Comparisons

see
pp. 161-
162

4 Complete the sentences with comparative/superlative structures. When do we use comparatives & superlatives?

- London Heathrow is by far
..... **(large)** airport in the U.K.
- Some workers in the air terminal are
..... **(kind)** to the homeless than others.
- The **(difficult)**
thing about living in the terminal
is hiding from the guards.
- Eram isn't
..... **(desperate)** as
some other homeless people.
- Eating in an airport is
..... **(expensive)** than
eating downtown.
- The **(long)**
Eram lives in the terminal the
..... **(easy)** it will be
for the security guards to spot her.

5 Use these adjectives/ adverbs to compare yourself to your friends and family members.

- funny • intelligent • patient
- hard working • drive carefully
- work/study long hours
- play football well

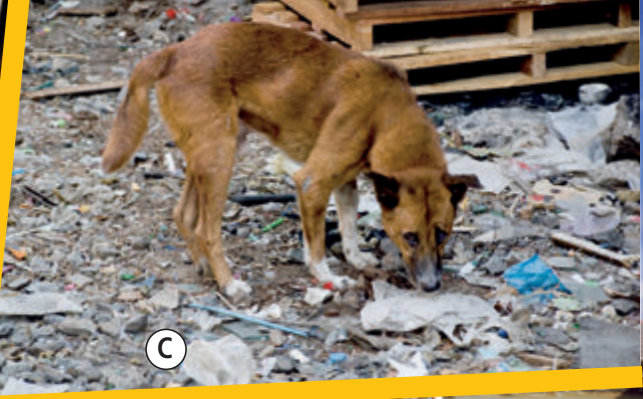
My friend Paul is funnier than me.

Speaking & Writing

6 Imagine you are a journalist and can ask Eram Dar five questions. Write down your questions. Your partner is Eram. Act out your interview.

7 Compare your lifestyle to Eram's. In three minutes write a few sentences. Tell your partner or the class.

1 Skills



- 1 cars parked on sidewalks
- 2 a dripping faucet
- 3 noisy construction work
- 4 stray animals
- 5 graffiti & litter
- 6 overgrown yards
- 7 overcrowded public transportation

Vocabulary

Daily problems & annoyances

- 1 a) Listen and say. Which of these things (1-7) can you see in the pictures (A-D)?
- b) Which of these things annoy you? Tell the class.

It really annoys me/It gets on my nerves/I get really annoyed when I see cars parked on sidewalks.

Listening

- 2 You will hear five people talking about problems in their homes or community. For speakers 1-5, choose from the list A-F what each speaker says. There is one extra sentence that you do not need to use.

- A We work hard to keep our community looking good.
- B The area isn't what it used to be.
- C People have started to take pride in their community.
- D Development is ruining our community spirit.
- E I've now found my ideal community.
- F My community feels very unsafe.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Study skills

Decision-making

When trying to make a decision with another student, remember that the question always has two parts and you must answer both parts of the question. You can disagree with each other but you should take turns to speak and try to reach a conclusion.

Key vocabulary

- poor quality of life
- can cause depression
- makes your day more stressful
- health hazard
- people unable to use sidewalks
- cause flooding & damage to homes

Speaking

- 3 a) Read the rubric and underline the key words. How many parts are there to the task? What does each part involve?

Imagine that your city council wants to make improvements to your neighborhood. Look at each of the problems (1-7) and talk to each other about why each is a problem. Then decide which two problems the city council should try to solve first.

- b) In pairs, do the task. Use the language in the box below and the Key vocabulary above to help you.

Talking about problems	Agreeing/Disagreeing
• This is a problem for our community because ...	• Yes, I see what you mean.
• One of the problems with this is ...	• I totally agree/disagree with you.
• The reason this is a such a problem is that ...	• On the other hand, ...
	• I agree with you to a certain extent, but ...

- c) Listen to two students doing the task. How did their attempt compare to yours?

SHARE AND SHARE ALIKE!

Waste and consumerism seem to rule our modern world but here are some caring and sharing ways to keep landfills low, keep money in our pocket, and get back that lost community spirit, too!

Hey, Neighbor!

How often do you use a lawnmower, a ladder, or a power drill in your household? Probably not very often, so why not share items **0) like** these through a neighborhood share program? Many programs like Australia's "The Sharehood" allow members to see what people **1)** live close to them would like to lend or borrow. If there isn't anything like this in your neighborhood, you could set one **2)** or just agree with your neighbors to share **3)** items. Another idea is to share garden space.

Getting around

One of the biggest costs **4)** days, to both our wallets and the environment, is transportation. But now there are around 200 city bike sharing programs around the world which let you borrow a bike from a "sharing station" and drop it off at another one. No bike sharing in your town or city yet? If your destination is **5)** far away to walk to, how about carpooling? On average, a car is used **6)** about an hour a day but it costs about \$8,000 per year to run. This is a terrible waste, but there are now thousands of neighborhood-based car sharing systems in cities around the world that enable you to find a car **7)** you need one, without the costs and responsibility of ownership.

What to do with your "stuff"

When did you last look in your closet and consider how many of your clothes you haven't worn in the last 6 months? One way to pass them on to someone **8)** will wear them is to organize a "clothes swap party" with your friends or neighbors. Not only will you get rid **9)** things you don't want anymore without just throwing them **10)**, you might just get a whole new wardrobe for yourself too! You can do the same with books and other possessions **11)** are just gathering dust around your house. Also, don't forget that **12)** are now dozens of Internet sites to help you share, swap, or give away reusable "stuff".

Check these words

consumerism, rule, landfill, community spirit, lawnmower, ladder, power drill, drop sth off, ownership, swap, gather dust, dozens, reusable

1 Read the title of the text, the introduction, and the subheadings. How do you think sharing can help individuals and the communities they live in? Read to find out.

2 Read again and think of the word which best fits each blank (1-12), as in the example. Use only one word in each blank. Compare with a partner.

3 Fill in: *drill, programs, dust, rid, terrible, spirit, reusable, close, give, share.*

- | | |
|-------------------|----------------------|
| 1 community | 6 to gather |
| 2 power | 7 to get of |
| 3 to live | 8 stuff |
| 4 share | 9 bike sharing |
| 5 to away | 10 waste |

4 **THINK!** Listen and read the text. Have you ever tried any of these ideas? If not, which would you like to try? Why? Tell the class, using the phrases in Ex. 3.

5 Do some research to find out about a community sharing program *e.g., freecycle*. Find out: *what it's called, what its purpose is, and how it's used*. Tell the class.

1 Writing

For-and-against essays

- 1 Read the rubric and answer the questions.

You have had a class discussion about city life. Now your teacher has asked you to write an essay giving your views on the following statement. *There are both advantages and disadvantages of living in an apartment building.* Write your **essay** (120-180 words).

- 1 What exactly do you have to write?
 - 2 What style will you write it in?
 - 3 Which of the following points are pros and which are cons? Can you add any more ideas?
 - can be noisy
 - often has a good community spirit
 - apartments can be small & cramped
 - cheap rent
 - often conveniently located close to downtown
 - no yard
- 2 a) Read the model. Which paragraph(s) (1-4) contain(s): *the arguments against? the writer's opinion? a quotation? a rhetorical question? the arguments for? justifications & examples? linking words and expressions?*
b) Which of the ideas in Ex. 1.3 or your own ideas are mentioned in the model? What justifications/ examples support each idea?



The Pros and Cons of Living in an Apartment Building

- 1 An American actor and writer once said, "I installed a skylight in my apartment ... the people who live above me are furious!" Without a doubt, there are many challenges to living in an apartment.
- 2 There are actually many good reasons why living in an apartment can be a positive experience. Firstly, apartments are usually conveniently located close to downtown. This means that amenities and facilities such as stores and banks are close by. In addition, living in an apartment can be quite cheap. Rent and household bills are usually reasonable and residents can save on expensive car parking or public transportation costs since their home may be near enough to work or college to walk to. Lastly, residents can often enjoy a great community spirit in their apartment buildings.
- 3 On the other hand, there can be plenty of disadvantages to living in an apartment. To start with, the buildings are often in run-down, inner city areas without green spaces. Also, life can be uncomfortable there. City apartments are often cramped and noisy, for example, with little privacy and storage space and no private yard.
- 4 All in all, there are both pros and cons to living in an apartment. I believe that sometimes the pros outweigh the cons and, other times, vice versa. After all, doesn't it depend on a person's individual needs and circumstances?

- 3 Read the table, then find the linking words/expressions in the model in Ex. 2. Replace each one with an alternative.

Useful language

see
p. 162

to list: Firstly, First of all, To begin/start with, Secondly, Finally, Lastly, Another advantage/disadvantage of ... is
to introduce reasons/examples/justifications: This means that, For this reason, Consequently, As a result, For example/For instance, such as, like, in particular
to add a point: In addition (to this), Also, What is more, Not only this, but ...
to contrast: On the other hand, However, even though, although, In contrast, Nonetheless
to conclude: All in all, In summary, Therefore, To sum up, Taking everything into account, In conclusion, All things considered

4 Find the two topic sentences in the model in Ex. 2. Which sentences support them? Which include: *reasons/justifications? examples? details?* Replace the topic sentences with other appropriate ones.

5 a) Put the sentences (A-E) in the paragraph in the correct order. Which is the topic sentence?



Good neighbors

- A** To start with, they can keep an eye on your house when you're not at home.
- B** Not only this but it's great to have good, supportive friends living close by.
- C** There are many advantages to getting along with your neighbors.
- D** They can water your plants and feed your pets when you're on vacation, for example, and would notice any vandals or burglars.
- E** These days, our busy lives can be lonely and difficult and it helps a lot if a neighbor can stop by for a cup of coffee or walk your dog when you are sick.

b) Write supporting sentences for the following topic sentence using appropriate linking words/expressions. Compare with a partner.

There are many reasons why using a bike to get around a city is a good idea.

6 What techniques does the writer use in the model in Ex. 2 to begin/end the essay? Choose either the beginning or the ending and write an alternative one using different techniques. Compare with your partner.

Your turn

7 Read the rubric and underline the key words, then answer the questions.

You have seen the following notice in an international student magazine.

Essays wanted!

Even though big cities can be dirty, chaotic places, many people still prefer to live in them. What are the advantages and disadvantages of living in a big city?

Write your **essay** (120-180 words).

- 1 What exactly do you have to write and who/what for?
- 2 What kind of language will you use?
- 3 What will you include in each paragraph?
- 4 Which of the following are: *pros? cons?*
 - easier to find a job in a big city
 - often crowded
 - homes often small/cramped
 - rents can be high
 - crime rates often high
 - never get bored
 - can be lonely, impersonal places
- 5 Which of the justifications/examples below match the ideas in question 4? Try to think of more pros/cons & their justifications/examples.
 - close to amenities and entertainment such as stores, restaurants, and theaters
 - many big companies have their offices in cities
 - there are often traffic jams, public transportation is busy, and the sidewalks are full of people
 - people in cities rush around & don't take time to get to know each other
 - have to be careful traveling alone at night

8 Use your answers in Ex. 7 to do the task. Follow the plan below.

Plan

- Para 1: present the topic
 Para 2: arguments for & justifications/examples
 Para 3: arguments against & justifications/examples
 Para 4: conclusion, opinion

Use of English (word formation)

- 1 Read the text and fill in the blanks (1-10) with words derived from the words in capitals. Check with a partner.

Trash into Treasure

Englishman Richart Sowa has made the 0) *unusual* decision to create rather than buy his own land. Unbelievably, he lives on a 1) island in the lagoon of the Isla Mujeres, Mexico, which he built 2) from 3) materials and plastic bottles.

Richart became a 4) at an early age. He has always been very 5) and has now built his third island named Joysxee. Joysxee is about 80 feet wide and floats on 125,000 plastic bottles. Richart has grown a 6) of plants on the island so that their roots hold it together.

Richart lives in a three-story house on the island 7) a guest room, a kitchen, two showers, and a 8) compost toilet. Richart has become quite 9) in the local area as he collects materials to expand his island. 10)

he hopes that it will be strong enough for him to float it around the world and show others how they can turn their trash into treasure!

- USUAL
- FLOAT
- ENTIRE RECYCLE
- TRAVEL
- CREATE
- VARY
- INCLUDE
- NATURE
- FAME
- EVENTUAL

Listening (sentence completion)

Study skills

Listening for specific information

Read the rubric and the sentences. Try to decide what could be missing from each blank, i.e. a noun, a verb, a number, a name, a day of the week, a month, an activity, etc. Listen and complete the sentences with words from the extract. Read the sentences again and check that they make sense.

- 2 a) You are going to listen to a radio interview. Read the sentences. What is the recording about? What type of word(s) could be missing in each blank (1-10)?

The radio host says you should pay attention if you're interested in [] 1 and a stronger sense of community.

The people who share items don't live more than [] 2 away from each other.

Damon's wife agreed to share her [] 3.

As well as sharing things they own, neighbors also share [] 4.

The program was modeled on a similar one in [] 5.


The system uses the Internet to organize the sharing program but also to tell people about [] 6 in the community.

Damon and his wife's next project is to start a [] 7.

Damon suggests delivering [] 8 to your neighbors to tell them all about your ideas for a similar share program.

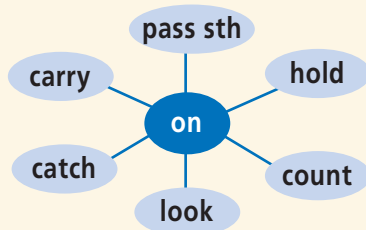
People who have [] 9 about their new neighborhood share program should go to the kick-off party.

Damon ends by recommending that [] 10 begin a program like theirs.

- b)  Listen and fill in the blanks. Compare with your partner.

Phrasal verbs/Prepositions

- 1** Complete the sentences with the phrasal verbs in the diagram in the correct form.



- 1 The check-in desk assistant asked Rob to while she checked the flight times. (**wait**)
- 2 You can always Damon when you need help. (**rely**)
- 3 Sam doubts that freeganism will all around the country. (**become popular**)
- 4 Security as we lined up at the check-in desk. (**watch**)
- 5 When Fran grew out of her baby clothes, we them to my brother's family. (**give something to someone else**)
- 6 A lot of Mongolians the nomadic lifestyle, moving from one place to another. (**continue**)

2 Choose the correct preposition.

- 1 Stefan was **on/at** the hunt for free food behind the supermarket.
- 2 Steve was struck **at/by** the Tuareg way of life.
- 3 Tom found out about the car sharing website **by/in** chance.
- 4 Communication is the key **for/to** success in neighborhood sharing programs.
- 5 Modern life was met **through/with** terror or suspicion by the tribesmen.
- 6 Eram Dar might just be putting **on/up** a brave face.

Collocations

- 3** Fill in: *terminal, populated, dish, security, pass, secluded, transportation, revolving, monsoon, business.*

- | | |
|-------------------|------------------|
| 1 sparsely | 6 public |
| 2 satellite | 7 village |
| 3 bus | 8 guard |
| 4 trip | 9 boarding |
| 5 season | 10 door |

Word formation

- 4** Complete the sentences with a word formed from the word in capitals.

- 1 Nomadic tribes often have few (**POSSESS**)
- 2 Illegal is a major social problem. (**IMMIGRATE**)
- 3 A sharing community is everyone's (**RESPONSIBLE**)
- 4 Daniel gave the tribesmen an goodbye. (**EMOTION**)
- 5 We don't go downtown because of all the (**VANDALIZE**)
- 6 Poorer passengers had a medical when they arrived at Ellis Island. (**INSPECT**)
- 7 The Mongolian nomads are famous for their (**HOSPITABLE**)

Words often confused

- 5** Choose the correct words.

- 1 Our host **behaved/treated** us like family.
- 2 Please **help/serve** yourself to refreshments.
- 3 It wasn't easy for him to **adopt/adapt** to the hustle and bustle of the big city.
- 4 Can you **lend/borrow** me \$20?



Read through Module 1 and mark the statements *T* (true) or *F* (false). Then write a similar quiz of your own.

- | | |
|--|--|
| 1 The Tuareg don't drink tea. | 5 40% of Americans have ancestors that passed through Ellis Island. |
| 2 The Sea Gypsies live in boats for more than 6 months each year. | 6 All immigrants to the USA had to pass through Ellis Island. |
| 3 Over half of the people in Mongolia are nomads. | 7 London Heathrow is Europe's most active airport. |
| 4 The Insect tribe rarely accept foreign visitors. | |

1 Revision

1 Fill in: *proceed, secluded, temporary, aisle, migrating, suspicion, unemployment, fled, rear, bustling.*

- 1 When I fly, I always prefer to have the seat.
 - 2 They animals for meat and dairy products.
 - 3 Due to the harsh desert conditions, they are to cities.
 - 4 Many people had the city before the hurricane reached it.
 - 5 What is the rate in your country?
 - 6 Nomadic tribes set up camps and move on after a short time.
 - 7 They live in a village up in the mountains.
 - 8 The airport was with travelers making their way home for the holidays.
 - 9 Will all passengers please to the departure gate immediately?
 - 10 He looked at me with
- 10x2=20 points*

2 Complete the sentences with the verbs in the correct *present tense*.

- 1 Dan (**be**) a bit moody today. I wonder what's wrong.
 - 2 Jessica (**hold**) a clothes swap party every six months.
 - 3 Sam (**get**) any tools he needs from his neighborhood share program.
 - 4 (**you/visit**) that car sharing website yet?
- 4x2=8 points*

3 Complete the sentences with the verbs in parentheses in the correct *past tense*.

- 1 Anna (**look**) at the departures board while the twins (**stand**) in line.
 - 2 Eram (**not/have**) anywhere to live.
 - 3 Daniel (**show**) the tribesmen around London when they (**start**) hunting squirrels.
 - 4 Max (**already/wait**) for six hours before they (**announce**) the reason for the delay.
- 7x2=14 points*

4 Put the adjectives in parentheses into the correct *comparative* or *superlative* form.

- 1 London was by far the (**strange**) place the tribesmen had ever visited.
 - 2 The (**bad**) the drought, the (**difficult**) life is for the Tuaregs.
 - 3 We climbed (**high**) and (**high**) until we reached the top of the apartment building.
 - 4 Everyone needs to be (**careful**) about how much food we waste.
- 6x2=12 points*

5 Choose the correct item.

- 1 Eram tries not to stand **in/out** from the passengers.
 - 2 Larry pointed **on/out** that homelessness can become a way of life.
 - 3 Yuck! That cheese has gone **away/bad**!
 - 4 These shoes are worn **out/in**. I need some new ones.
- 4x2=8 points*

6 Match the exchanges.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 <input type="checkbox"/> Could you put your bag on the conveyor belt, please? 2 <input type="checkbox"/> Can I see your passport, please? 3 <input type="checkbox"/> Enjoy your flight. 4 <input type="checkbox"/> How many pieces of luggage will you be checking in? 5 <input type="checkbox"/> Did you pack the luggage yourself? | <ol style="list-style-type: none"> A Sure, here you are. B Sure. C Thank you very much. D Yes, I did. E Just this one suitcase. |
|--|--|
- 5x4=20 points*

7 Write a for-and-against essay about using public transportation. (120-180 words)

18 points

Total: 100 points

Check your Progress

- talk and write about social problems _____
- talk and write about different cultures _____
- talk about immigration and air travel _____
- talk about daily problems and annoyances _____
- write a for-and-against essay _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓